



# REPORT

OF THE

# ROYAL NORMAL COLLEGE

AND

# ACADEMY OF MUSIC FOR THE BLIND,

UPPER NORWOOD, LONDON, S.E.

for 1884

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Office.

AT THE COLLEGE, WESTOW STREET, UPPER NORWOOD, SE.













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### Office.

AT THE COLLEGE, WESTOW STREET, UPPER NORWOOD, S.E. 1884.

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# ROYAL NORMAL COLLEGE

# Academy of Music for the Blind.

### PATRON.

HER MOST GRACIOUS MAJESTY THE QUEEN.

### VICE PATRONS.

H.R.H. THE PRINCE OF WALES, K.G.

H.R.H. THE PRINCESS OF WALES

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### AUDITORS.

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### BANKERS.

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### OFFICE.

ROYAL NORMAL COLLEGE AND ACADEMY OF MUSIC FOR THE BLIND, Westow Street, Upper Norwood, S.E.

### LECTURERS.

Geology-Prof. J. W. Judd, F.R.S. (occasional Lectures).

Science and History of Music:

REV. Sir FRED. A. GORE OUSELEY, | Bart., M.A.

W. H. CUMMINGS, Esq. H. C. BANISTER, Esq.

Sir Geo. A. Macfarren, Mus. Doc. Political Economy Mrs. FAWCETT.

Natural History - Rev. J. G. Wood, M.A.

English Literature and English Men of Letters Rev. John Presland. Constitutional History of England J. R. BROOKE, Esq.

### PROFESSORS.

Musical Department:

Dr. Hans von Bullow (Hon. Director). Pianoforte | FRITS HARTVIGSON, Esq. ANTON HARTVIGSON, Esq.

Organ E. J. HOPKINS, Esq., Mus. Doc.

W. H. Cummings, Esq. Ernest H. Wadmore, Esq.

Harmony and Counterpoint H. C. BANISTER, Esq.

### Literary Department:

Latin- G. M. Campbell, Esq., F.R.G.S.

French - Mons. A. ESCLANGON.

Assistant G. M. Campbell, Esq., F.R.G.S.

German G. M. CAMPBELL, Esq., F.R.G.S.

Italian-

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### Educational:

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Miss E. A. Rausch. Mrs. L. VACHÉ. Mr. G. M. CAMPBELL.

### Pupil Teachers :

Miss Amelia Campbell. Miss HANNAH CARSON. Miss HANNAH HAWES.

Miss Lucy O'Brien. Mr. Alfred Hollins Mr. HERBERT ATKINSON.

### Music Readers:

Mr. W. H. STOCKS and Miss HELEN LAWSON.

# Pianoforte Tuning:

Mr. J. Young.

Mr. WM. LUTHER STOVER.

### Matrons:

Miss ELIZA PROCTOR (College). | Mrs. W. L. STOVER (Preparatory School). Steward Mr. J. PULLEY.

### PRINCIPAL.

Francis J. Campbell, Esq., I.L.D., F.R.G.S.

LADY SUPERINTENDENT.

Mrs. F. J. CAMPBELL.

# LOCAL COMMITTEES OF THE COLLEGE.

### DUNDEE.

&bairman-

Vice Chairman - Provost Cox.

Mott. Ereasurer-Robert McGaven, Esq., of Balumbie.

Son. Secretary James Paterson, Esq., 15, Ward Road.

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Chairman-

Son. Treasurer-John Gifford, Esq., 29, St. Andrew Square.

Sou. Secretaries-J. Burn Murdoch, Esq., of Gartineaber. JOHN P. COLDSTREAM, Esq., W.S., 6 Buckingbam Terrace, Edinburgh.

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Chairman-Sir James Watson.

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Shout. Secretary-Adam Elliot Black, Esq., 51, St. Vincent Street.

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### Ladies' Committee.

Mrs. Colven, 3, Weighton Road. Mrs. DAKIN, Amerley Park.

Miss DAVIS, Fairfield House.

Miss DE LA MARE, The Roystons.

Mrs. Halsey, Woodlands. Mrs. Hersee, Beverley Road.

Mrs. McAnally, The Vicarage. Mrs. Miryles, The Hermitage.

Mrs. Moon, Whitcombe Lodge.

Mrs. OSMOND, Netherton.

Mrs. Russell, The Hollies.

Mrs. Scott, The Vicarage, Derwent Road.

Contributions will be thankfully received by the Treasurers and Hon. Secretarics of the above Committees, to assist eligible blind youths from their respective localities, to obtain an education at the College.



# REPORT OF THE EXECUTIVE COMMITTEE.

THE Committee canuot commence their Annual Report without alluding to the irreparable loss sustained by the College, and the Blind generally, by the death of Professor Fawcett, which occurred on November 6th, 1884. He had from its foundation evinced the liveliest interest in the work, and was always ready to further it by every means in his power. The Committee hoped a suitable national memorial would have been raised, in the shape of an extension of the buildings, or in the establishment of scholarships for poor pupils, but, unfortunately, owing to the wide divergence of opinions existing in the Memorial Committee, the suitable moment for action was lost.

By reference to the Principal's report, page 1.5, it will be seen that fifty-nine of the old pupils of the College earned £6,111 during the year. With such satisfactory proofs of the practical success of their work, the Committee feel it incumbeut upon them to appeal for the means to perfect the organization of this National College for the Higher and Musical Education of the Blind. In the spring of 1872, the work began in three hired houses on Anerley Hill. In the autumn it was necessary to take a fourth house, and within a year the work had increased so much that it was absolutely essential to provide additional accommodation. The Committee considered it unwise to continue spending money on temporary premises; they were satisfied that the effort to raise the general and musical education of the

Blind ought no longer to continue as an experiment, aud determined to act accordingly. The friends of the blind throughout the United Kingdom were invited to co-operate, a great effort was made, and by the munificent liberality of a few friends, the present freehold site was secured, June 24th, 1873, subject, however, to a mortgage, which the Committee have not yet been enabled to pay off. A comprehensive plan was adopted for buildings suitable for this National undertaking; towards the accomplishment of this plan, means were obtained to erect and equip the west wing of the main building and a house for the Principal. When this building became overcrowded, the Committee, unable to complete the College according to the original plan, took two dwelling-houses for a Preparatory and Kinder-Garten School for little children, and two other houses for the Technical School. The pressure for admission increased, and although many have been refused for want of accommodation, one hundred and seventy-six are now under instruction. Every possible corner is crowded. The Committee therefore appeal to their friends and the public to help them to complete the entire buildings according to a well-prepared design, which can be seen by any one who is interested in the subject. These buildings cannot be erected and thoroughly equipped for less than £35,000, but according to the plan, they can be erected in four sectious, any one of which would give great relief to some of our overcrowded departments. To a casual observer, the sum may seem large, but any one who will thoroughly examine the subject will see that it is a practical proposition, every detail of which has been carefully considered.

Although the Priucipal gives full particulars in regard to the scholarships established by the Gardner Trustees, we wish to express our appreciation of the value of their assistance. One hundred and thirty-two pupils are now assisted by Gardner scholarships, and the good which this will accomplish for the blind is incalculable.

Since the date of the last Report the Worshipful Companies of Armourers and Braziers, Cordwainers, Grocers, Leathersellers, and Salters have made donations to our funds.

We are also glad to announce that we have received legacies from George Herbert Guadet (per Exors. of the late Mrs. E. Bunning) of £500; from the Exors. of the late John Harrison, Esq., £3054-13s. 7d.; from Major Ernest W. Thurlow, Exor. of the late Rev. Edward Thurlow, £52-10s., and from Lord Monson, Exor. of the late Emily Theophila Dowager Viscountess Ashbrook, £45.

The best thanks of the Committee are due to the Right Hon. A. J. Mundella, M.P., who, after distributing the prizes at the Annual Prize Festival, delivered an eloquent address on behalf of the Education of the Blind; to Mr. August Manns, who conducted our Prize Festival Concert at the Crystal Palace; to Professor Karl Klindworth, who conducted an Orchestral Concert in Berlin; to Mr. A. C. Mackenzie, who conducted an Orchestral Concert at the Albert Palace; to the Rev. J. Presland, H. C. Banister, Esq., and J. M. Cook, Esq., for lectures; to Messrs. Thos. Cook & Son, and to the following Companies and other Railways with which they are connected: the London, Chatham and Dover, the North Western, the Midland, the Great Northern, and the Scottish Railways, not only for substantial favours conferred, but for the kindness and attention of their officials to our pupils; to Messrs. Broadwood & Co., for continued liberality and practical assistance of great value to our work; to Messrs. Rylands & Co., Messrs. Thos. Tapling & Co., Messrs. Hitchcock & Williams, for the assistance they have liberally continued to render; to Mrs. Wm. Auchineloss, for an Annual Teaching Prize; to the Professors and Teachers, for prizes in their various departments; to Mr. G. Bruford and Mr. G. A. Mitchell, for special prizes; to the British and Foreign Bible Society and the British and Foreign Blind Association, for liberal grants of embossed books; to the Trustees of Dr. Williams's Library and Society for Promoting Christian Knowledge, for valuable grants of books in ordinary type; to His Grace the Archbishop of Canterbury, for the presentation of a Christmas Tree, and to all other friends who so kindly contributed to the pleasure of our pupils on that occasion.

Finally, the Committee wishes to express to the Officers and Teachers of the College its high appreciation of their fidelity, ability, and devotion to their work. When the College took large proportions great fears were entertained lest the happy home-life of the School would disappear, but should our friends and supporters visit the College any day, or any hour of the day, they will find that order, industry, and happy contentment continue to reign throughout the establishment.

For particulars in regard to receipts and expenditure, we refer our friends and subscribers to the accompanying statement of accounts.

# ROYAL NORMAL COLLEGE AND ACADEMY OF MUSIC FOR THE BLIND.

EXPENDITURE.

RECEIPT AND EXPENDITORS TOCOOLS	By EDUCATIONAL—Salaries.	Books, Appliances, and		Fares of Pupils to and	factories Maintenance	Wages	10 mm
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# ROYAL NORMAL COLLEGE AND ACADEMY OF MUSIC FOR THE BLIND.

### PROPERTY.

FREEHOLD GROUND	£12,000	()	()-
Buildings			
A. School Building			
B. The Mount			
C. Primary School (2 Cottage Houses)			
D. Technical School Do			
E. Principal's Residence	21 800		
F. Cottage	21,700	0	O.
G. Boys' Gymnasium, with Fittings			
11. Girls' Gymnasium, with Fittings			
1. Swimming Bath			
J. Outdoor Gymnastic Apparatus			
K. Stables			
FURNITURE, Fixtures, Bedding, Linen, Crockery, Glass,			
Kitchen Utensils, etc	1.010		
	1,910	2	6-
Museum, School Apparatus, Embossed and Reference			
Library, and Musical Library	753	4	()
ORGANS, Pianos, other Musical Instruments, Tuning			
Appliances and Apparatus	4,000	0	()
Horse, Market Cart, Stable Utensils, Garden Tools, etc.	70	()	()
toom, etc.	10	()	()
Total	£40,433	6	6

On the Grounds and Buildings there is a Mortgage of  $\pm 12{,}000.$ 

# PRINCIPAL'S REPORT.

The information given in recent reports in regard to the organization of the College, and the course of instruction pursued in each department, will be found in the Appendix.

### GARDNER TRUSTEES.

In addition to the scholarships previously established, £800 was given for fresh scholarships last year. The names of all the Gardner Scholars in the different schools are given in the following tabulated statement. In the future no new scholarships will be given; consequently the applications of new candidates can only be considered when vacancies occur. A number of Gardner Scholars will complete their course each year, so that a certain number of new scholars can be taken. Intending candidates should apply without delay, so that their cases can be considered whenever vacancies do occur. Those who wish to prepare for the examination are recommended to communicate with the Principal. Candidates should read and write Braille with facility and correctness, and be well grounded in Arithmetic, English Grammar, and Geography. These subjects are essential; credit will also be given for practical knowledge in other subjects.

11:e

for the Blind, Southwark.

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TECHNICAL SCHOOL	Adshead, John, Victoria Asylum for the Bl. Carter, George. Craice, Joseph, Henslaw's Institution for Bind, Manchester. Edwards, William. Eley, Thoms., J. L. Faitchild, Andrew James, St. John's W. School. Haworth, John Luther. Ilohman, John Roarke, St. John's Wood Scl. Rorton, William Henry. Kirk, William, Henry. Kirk, William, Henry. Kirk, William, Henry and Patter. Layton, Philip Edward. Mildoon, John, Joyad Victoria Institution He Blind, Newestle. Cayton, Philip Edward. Mildoon, John, Joyad Victoria Institution for the Blind, Newestle. Kynons, Solomon Rowe. Crwin, Henry Jackson, Royal Victoria Institution for the Blind, Newestle. Witter, Richard, Selvool for the Blind, Solons. Wittek, Richard, Selvool for the Blind, Solse, and Wilderforce School for the Bl. Xork.
PREPARATORY SCHOOL.	Filoomfield, Emily Foster, Brian, Charles Edward, London School Board, and Home for Blind Children, Kilburn. Iryan, Julian, London School Board, Bantel, Edward Win. C., London School Board, Dersley, Edith Osborne, London School Board, Filodhig, Mary, Filore, Lince Mund, Haller, George Dennis, Ilart, John Board, Mallett, Mande Beatrice Annie, Newman, Alfred Charles, London School Page, Mary Anne, London School Board. Filt, Anne, Filt, Anne, Filt, Anne, Filt, Anne, Filt, Anne, Reynolds, Frederick, Sawyer, Mary Lawrence, Sawyer, Mary Lawrence, Sawyer, Mary Lawrence, Sawyer, Mary Lawrence, Sawyer, Harry, Gerlind, Gerland, Webher, Harry,
COLLEGE.	Alexander, Henry George, London School Board.  Amos, Janues, London School Board.  Ashford, Lancelot Henry, St. John's Wood School.  Akkinson, Enzide Emma, Indigent Blind Visiting Society, and London School Board.  Atkinson, Herbert, Wilherforce Institution for the Blind. York.  Badcock, William, London School Board. Bartlett. Alice Rose, London School Board. Bartlett. Alice Rose, London School Board. Bartlett. Alice Rose, London School Board. Bell, Mary. Am Lifty, Brighton Institution for the Blind. Booth, Affred. Brown, Henry, Buth Institution for the Blind. Brant, Louisa Mary.  Cobem, Lonis Frederick.  Bart, Louisa Mary.  Cobem, Lonis Frederick.  Davis, Runnah Mabel.  Dodby, Harriet, Brighton Institution for the Blind. Billind.  Boldy, Edith, Brighton Institution for the Blind. Billind.  Ealey, Elizabeth, London School Board. Blind.

TECHNICAL SCHOOL.	
PREPARATORY SCHOOL.	The following have been sent through Scholarships granted to the London School Board. Cornwall, Annie Elizabeth. Gill, John Walter. Giren, Albert Thomas. Smith, Nellie Louise.
COLLEGE.	Flindall, Caroline Louisa, London School Board.  Fourtain, George, London School Board. Gilbert, Jennie.  Blind, Brighton.  Haigh, Beith, Home Teaching Society, Huddersfield.  Itallows, Sarah, Midland Institute for the Blind, Nottingham.  Harper, Mary, London School Board.  Harves, Harnet, St. John's Wood School.  Hawes, Harnet, St. John's Wood School.  Hawes, Hariet, St. John's Wood School.  Hawes, Hariet, St. John's Wood School.  Hawes, Hariet, St. John's Wood School.  Hawes, Florence Mary, Jondon School Board.  Ilensied, Charles, Institution for the Blind, Schiefted.  Herbis, Frederick, London School Board.  Hobbis, Frederick, London School Board.  Hobbis, Frederick, London School Board.  Hobbis, Frederick, London School Board.  Hughes, Elizabeth Ann, Bangor.  Jakson, Alice, London School Board.  Hughes, Elizabeth Ann, Bangor.  Jakson, Pauline.  Jakson, Pauline.

TECHNICAL SCHOOL.	
PREPARATORY SCHOOL,	
COLLEGE.	Key, Frederick Charles, Midhand Institution for the Blind, Nottinghan. Lander, Augustine Frederick. Languinst, Mary Annie. Languinst, Mary Annie. Lanes, Emily Maud Manning, Thomas Forrest, Henshaw's Institution for the Blind, Manchestor. Markon, Louisa, St., John's Wood School. Matheson, Alexander, Home for Blind Children, Kilburn. Murray, Ethel Clara Frown. Newman, William, London School Board. Norman, Mice, St., John's Wood School. Norris, Catherine. Norris, Catherine. Norris, Catherine. Prichen, Lastitution for the Blind, Brighton. Norris, Henry John E. Percivil, Louisa Ann, London School Board. Percivil, Louisa Ann, London School Board. Perichend. Perichend. Edith Flanche, London School Roard. Prichend. Potter, Arthur George. Rees, Rachel, Indigent Blind Visiting Society, and London School Board. Shunnonds, Isabella, London School Board. Shuthbone. Louisa Jane, St. John's Wood School.

TECHNICAL SCHOOL.		
PREPARATORY SCHOOL.		
COLLEGE.	Spraggs, Fanny Ellen, Royal Victoria Patriotic Asylum.  Strickland, Laura, London School Board. Tarbuck, Frederick, London School Board. Taylor, Henry E., Liverpool. Trajes, Henry John, School for the Blind, Edgranston. Traner, Harry Sandiford, Henshaw's Institution for the Rind, Manchester. White, Alice. White, Alice. White, Alice. White, Alice. White, Alice. White, Alice. White, Shear Landon School Board. Whiteside, John.	O'Brien, Lucy (Special Case), Midland Institution for the Blind, Nottingham. Ferry, George (Special Case). Wilmot, William (Special Case).

The Schools given in this tabulated statement are those whose pupils have been successful in the competitive Examination for Scholarships.

# OTHER SCHOLARSHIPS.

NAME.	£60	£50	£40	£30	£25	£20	£15	£10	£5	Total
Arden, Douglas, Esq., and friends						1				1
Armitage, T. R., Esq., M.D			1	1		6		2		10
Banister, Mr. and Mrs. II. C								1		1
Barlow, Miss							1			1
Bayley, Rev. James, D.D., and					,					,
friends					1			4		1
Blackborne, Mrs						١,		1		1
Brooke, Miss	,					1				2
Bute, Marquis of	1					1				
Charity Organisation Society.							1			1
(Newington Committee)							1	1		1
(Poplar Committee)						1		1		1
(St. Olave's Committee)						1				1
(Shoreditch Committee)				1		1				1
Coats, Sir Peter, and friends		40		1				18		5
Crowder, A. G., Esq		4(1				1		10		1
Dobree, Rev. O					1	1				1
Dreyfus, L., Esq	4				1					1
Dundee School for the Blind	1									1
Edinburgh Committee	1					1				1
Fleming, Rev. Canon, and friends						1				1
Fleming, Rev. T. S., and friends						1		1		1
Gilmore, Miss Ellen	-			La				1		6
Hasgow Committee	5			I c				1		1
Glyn, Miss						1		1		1
(t						1				1
Do. (Bridgewater)						1				1
Do. (Cranbrook) & Lady C.						1				1
Do. (Greenwich)						1		1		1
Do. (Lewisham)			_			1		1		1
Do. (Nuneaton)				1		1				1
Do. (Selling)				1			1			1
Do. (St. Mary's, Islington)							1			1
Do. (St. Paneras)						1 :	î	1d		12
Do. (St. Saviour's, Surrey)						1	î	111		1
Do. (Stroud) and Geo. Hel-										^
loway, Esq								1		1
Do. (Wandsworth and								1		-
Clapham)						1				1
Do. (Woolwich) & Dr. Rice					1					1
Hants and Isle of Wight School										_
for the Blind						1				1
Hartley, Rev. Alfred O										1
Henshaw's School for the Blind						1				1
Huddersfield Home Teaching					-					
Society						1				1
Johnson, Miss Mary, and Iriends						I				1
Lankester, Rev. C., and friends						I				1
London School Board				1						4
Lyde, Mrs. Ames						1				1
Mills, Rev. J. Grant, and friends						1 1				1

NAME.		€60	€50	£40	£30	£25	£20	£15	€10	£5	Total
M'Iutosh, Mrs., and friends		1					-/-				1
Morley, Samuel, Esq., M.P.		1									î
Newmarch, Miss S. L		-					1				î
Old Pupils of the College	]								1		î
Reading Committee		i	-				1		^		1
Royal Commissioners of the Pati	rio-						_				1
tic Fund							1				1
Salkeld, Rev. R., and friends			3				î		l i		1
Schuster, Miss					1e		1			- 1	î
Secker, Rev. T. J				1	10			1		- 1	ī
Sheffield School for the Blind				Ì			2	1		- 1	9
Smout, Joseph, Esq		ľ					ĩ				ĩ
l'emple, Mrs							1				i
Thompson, John, Esq		- }	j				î				î
Sipple, Rev. S. A. (collection)			- 1				1		17		î
iniversal Beneficent Society		- 1		- 1	- 1				10		1
Verney, Mrs		- }			- 1		1		19		î
Varren, Thos. P., Esq		- 1	- 1				1		1	14	î
Vebber, Mrs., and friends			-		10	- }				110	î
Vestern, Miss		- 1			10		1				î
Vestminster, His Grace the Du		- 1		- 1			1	1		1	^
of, K.G							2		2	- 1	4
				1					1		1
Viukworth, Mrs		1					Π,		^		î
Vinter, The Misses		*								11	1

a Total £221 14s. 6d, b £11 16s. 6d, c £35 d £13 e £35
f £13 4s. 4d, q £13 h £5 5s, i £7

### PAST PUPILS.

Fourteen pupils have left during the past year, all of whom are doing well; of the four girls, three are employed by School Boards, and one as a teacher of music; of the young men, five are organists and teachers, one a teacher and missionary, and the others pianoforte tuners. The continued success of our past pupils is very encouraging. We have recently had information from fifty-nine old pupils, whose aggregate earnings for the year are £6,111. We know that others are doing equally well, but as we have not had any statement of their earnings we cannot give the figures.

### PHYSICAL TRAINING.

This subject has been discussed in all of our reports, but its fundamental importance to the blind makes it necessary to mention it again. The blind as a class have less vitality than seeing persons. From infancy, circumstances compel them to lead sedentary lives, and many of them certainly do not possess that vigour, energy, and continuous enthusiasm, which enable men to triumph over almost insurmountable difficulties. Notwithstanding the excellent instruction in all other departments of the College, our practical success would certainly fall off more than one half if we only gave ordinary attention to physical training, or did not make unusual provision for healthful exercise. Of the fifty-nine who are earning over £6,000 a year, only six were able to pay the cost of their own education. More than forty of them when they came to the College, had already contracted idle habits, unbusiness-like ways, and did not know in the least what real work meant. To cultivate promptness, form, business-like habits, and make them love their work for the work's own sake, was not easy. The blind are praised so much, they think everything they do is wonderful, and it is almost impossible to make them realise how successful students among the seeing have to struggle and put forth unremitting efforts for years, in order to achieve distinction in any University, or first-class Academy of Music. The question is often asked even by those who are interested in the subject, if we do not spend too much for this purpose. The practical results obtained are the justification for the course adopted. But, if these satisfactory proofs were not so apparent, the greater part of our expenditure under this head has only been possible by the liberality and practical wisdom of Dr. Armitage, who gave us the money for this special purpose, and has thus enabled us to effect a revolution in the treatment of the blind as a class.

# PREPARATION FOR BUSINESS.

The College tries to prepare its pupils for practical business life; but it uses that term in a broad and generous meaning, not in a narrow one. The success of our pupils is largely owing to the fact that they leave the College qualified to begin the work they undertake. The instruction and discipline of the school aim to aid in developing the moral principles, improving the manners, and forming the habits of the pupils. The principles of honour and truth are appealed to, and every one is trusted as long as he is found worthy.

"The important habits of punctuality, regularity, and precision are cultivated by our arrangements and requirements. Every day has its fixed and certain exercises, which recur with regularity, and it is soon understood by pupils, whatever may have been their previous habits, that an appointed day and hour mean exactly what their names strictly imply, and not the next day and hour, or some apparently more convenient season. Pupils rise and go to bed, classes come and go, lessons are set and recited, compositions and written exercises are required and demanded, with a regularity that is practically unfailing. This precision appeals to the instinct of order that exists in every human being, and helps to develop it to the degree necessary to resist the temptations and obstacles that are often allowed to smother it; and it gives the possessor that pleasure that always accompanies prompt and regular performance of every duty. So, too, of many other matters, in which exactness is an element, and which make up those business habits which are of such importance both to the

individual and his friends. The pupils are trained to business habits, a thing of more importance to their future success, and to the comfort of their employers and associates, than any one accomplishment or branch of learning."

In short, the College aims to send out Christian men and women, of cultured minds, correct habits, and good manners.

### ANNUAL PRIZE FESTIVAL.

The Annual Prize Festival took place at the Crystal Palace on Saturday, July 19th. The Right Hon. A. J. Mundella, M.P., Vice-President of the Committee of Council on Education, presided, and after presenting the prizes,

Congratulated the audience upon the admirable performance they had witnessed, and said that the common lot of the blind who had not been born to affluence and comfort had in the past been beggary and pauperism. They were associated with helplessness, miscry, and degradation. After witnessing what he had done that day, he wondered how much longer England would continue to be so bad an economist, as to spend enormous sums in relieving the blind after they became paupers, in assisting them as mendicants, and in neglecting to educato and train them. (Hear, hear.) The Normal College made the blind capable citizens, and enabled them to enjoy life almost to the full. Having spoken of the ability of Mr. Fawcett as showing that whilst, as Milton said, with "the wisdom from one entrance quite shut out," the blind were often in their other scuses much more acute than ordinary persous, Mr. Mundella said that the institution proved that there was no uccd that the children who were deprived of sight should be useless and helpless, and an incumbrance to the community. In the metropolis there were nearly 4,000 blind, and more than two-thirds of them were dependent upon alms, or were paupers. That meant an expenditure ou tho part of the public of something like £100,000 a year to maintain them in dependence and misery and ignorance. He believed that if half the amount was spent in educating them

as children, the dependent class would be cut off, and could be usefully trained for the full enjoyment of life. (Hear, hear.) The question was, how was that to be done? He knew some would say the State ought to do it: but he should be sorry if there was nothing left in England for good and noble charity to do. There must be something left to do for such meu as Dr. Armitage and the late Mr. Gardner. Since he (Mr. Mundella) had been at the Palace that day, it had occurred to him that having such a large number of blind children in London, London ought to do more for them than it was doing. (Hear, hear.) How then was it to be done? Last year an Act of Parliament was placed on the Statute Book dealing with the charities of London to the extent of £100,000 a year, and two Charity Commissioners had been appointed for the special purpose of dealing with the accumulated mass of endowments. Those endowments he thought could hardly be applied to a better use than the creation of a number of scholarships at that or similar institutions for the blind children of London. (Hear, hear.) He hoped that he might be the means of conveying to the Commissioners his appreciation of the noble work which was being done at Norwood, and he would suggest-hoping that he might induce them to follow the suggestion-that there was in that College a fine field of usefulness for the funds at the command of the Commissioners. (Hear, hear.) All good teaching was expensive, but that, perhaps, more than any other. The State had undertaken the elementary education of the children, and spent £7,000,000 or £8,000,000 a year in elementary education throughout the country. Surely with a little grant from the State, a good use of endowments, and some help from the liberal and charitable of the country, they might devise a scheme for the purpose. There had been one iu his mind, and he hoped to live to see it in operation, by which the blind and deaf and dumb should be just as well trained as every other member of the community. (Hear, hear.) He was then expressing his own hopes, and was not speaking on behalf of tho Government. It was bad economy; it was crucl waste; it was condemning a large class of the population to helplessness and degradation to leave them in stolid ignorance, and then remit them to the poor law guardians, or to the streets, as the only means by which they could obtain relief. (Hear, hear.) There

were ninety per cent. of children trained in the College who were already self-sustaining, and they had just heard how a young man had won by open competition an appointment as organist at Glasgow. (Hear, hear.) It should not be forgotten that he had won it against those who had their sight. Having mentioned other justances in which those who had been trained at the College were filling good positions in life as teachers. Mr. Mundella said that the teaching there given was scientific, otherwise it would, he said, be of little value. The majority of the blind asylums had taught very little, because hitherto the education of the blind had been scarcely understood. We had traditions of thousands of years for the education of the sighted population. but the education of the blind was almost a newly-discovered science, and we were now only learning how to bring it into practical operation. And the same might be said of the deaf and dumb. Only those who had witnessed the teaching on the Germau system, by which the deaf mutes might be restored to their parents by being enabled to communicate their thoughts, could feel sufficiently grateful to the man who had taken the work in hand. Dr. Campbell was doing a great work as the pioneer of the science of teaching the blind, and the exhibition that day showed that he had begun in the right way. Alluding again with satisfaction to the manner in which the musical and physical performances had been reudered, Mr. Mundella said that all the friends and benefactors of the institution must feel, whatever of time, or of money, or of sympathy they had given to it, that it had been well laid out, and that they would have the grateful thanks of those who would rise up and call them blessed. (Hear, hear.) In conclusion he expressed the hope that Dr. Campbell would some day be at the head of an institution ten times as large as the one of which he was Principal. (Hear, hear.)

### CONCERTS.

On April 20th we gave a Concert under the patronage of Her Imperial Highness the Crown Princess of Germany in the Singakademie, Berlin, in the spring a series of Concerts in Scotland and the provinces, and in the month of June an Orchestral Concert at Albert Palace. The following musical criticisms are of interest:-

### "THE TIMES." April 21st. 1885.

BERLIN, April 20th.

This evening, in the Singakademie, two of the youthful pupils from the Royal Normal College and Academy of Music for the Blind, at Norwood, London -- Mr. Alfred Hollins and Mr. John Moncur-gave proof of their remarkable vocal and instrumental powers. An accompaniment was furnished by the Philharmonic Orchestra of Professor, Karl Klindworth, who personally conducted, and the concert was honoured by the patronage and presence of the Crown Princess and Sir Edward and Lady Ermyutrude

Last year, on receiving encouragement from the Crown Princess, Dr. Campbell, Founder and Principal of the Norwood College, came over here with a number of his pupils for the purpose of showing the German public what had been done in England for the musical education of the blind; but his plan of inaugurating a concert tour by a performance under Imperial patronage was defeated by the death of the Duke of Albany, which threw the Court into mourning. And it is only now that he has been able to comply with the wish of the Crown Princess by inviting the Berlin publie to judge of the musical accomplishments of two of his most talented pupils. Certainly, those who heard their performances carried away a very high opinion of their merit, as was testified by the enthusiastic applause at the close of each piece.

With the exception of Eugene d'Albert, it may well be doubted whether any professional pianist in the enjoyment of his five senses, and as young as Mr. Alfred Hollins-for he is only 19-could have performed to the equal satisfaction of a critical audience three such difficult concert pieces as Beethoven's No. 5, "Es dur," Sehumann's "A moll," op. 54, and Lisat's No. 1, "Es dur"; while Mr. John Moneur's rendering of Beethoven's "Adelaide" and Félicien David's "O, ma Maîtresse!" was exquisitely

simple and touching.

# "BEILAGE ZUR POST," April 22nd, 1885.

Under the patronage of Her Imperial and Royal Highness the Crown Princess, took place last night a concert in the Singakademie, hy two English artists: Mr. Alfred Hollins as pianist, and Mr. John Moncur as singer. The two gentlemen have received their musical instruction at the Royal Normal College and Academy of Music for the Blind, London. Mr. Hovar Normal Conege and academy of Music for the Blind, London. Mr. Hollins undertook a task which we have heard in Germany only by our greatest planists. He played three great concertos from Beethoven, Schumann, and Liszt, accompanied by the Philharmonie Orchestra, directed by Professor Karl Klindworth. Neither the memory nor the physical power deserted the planist for au instant. In Liszt's concerto (the most difficult) he achieved the greatest triumph. The music of Schumann was, in the commencement, a little cold, but afterward became warm and sympathetic. Mr. Moncur, in Beethoven's "Adelaide" and Félicien David's "O, ma Maitresse!" showed good culture, although his voice was small. The grentest acknowledgments must be given to an academy which can produce such results.

### "VOSSISCHE ZEITUNG," April 21st, 1885.

Messrs. Hollins and Moncur, of the Royal Normal College and Academy of Music for the Blind, London, gave a concert on Monday at the Singakademic. They were assisted by the Philharmonic Orchestra, under the direction of Professor Klindworth. Mr. Hollins (pianist) selected three principal works of the different musical periods. The classical period was represented by Becthoven's "Concerto in E flat major"; the romantic by Schumann's "Concerto in A minor"; and the new romantic by Liszt's "Concerto in E flat major." The pianist displayed great technical skill and a true musical appreciation of these great masterpieces. His excellent musical culture proves the triumph of the system of instruction pursued in the London Academy. Mr. Moncur gave "Adelaide," by Beethoven, and "O, ma Maîtresse!" by Félicien David. He possesses a tender and delicate tenor voice.

### "BERLINER BÖRSEN ZEITUNG," April 21st, 1885.

Mr. Alfred Hollins, of the Royal Normal College and Academy of Music for the Blind, London, performed Beethoven's "Concerto in E flat major," for piano and orobestra, which is the highest test for a pianist in the classical school. Mr. Hollins played this, the finest of all concertos of Beethoven, with a noble expression, and showed an absolute pureness in its execution. The same artiste performed in fine style Schumann's "Concerto in A minor," and this again was followed by Liszt's "Concerto in E flat major," which was received with the beartiest applause.

### "DEUTSCHE MILITAIR MUSIKER ZEITUNG," April 26th, 1885.

Two artistes from the Royal Normal College and Academy of Music for the Blind, London, Messrs. A. Hollins and J. Moneur, gave, on the 20th inst., a concert in the Singakademie, assisted by the Philharmonic Orchestra, conducted by Professor Klindworth. Mr. Hollins, a pianist, performed three of the greatest concertos for the piano: Beethoven's in "E flat major"; Schumann's, in "A minor"; and Liszt's, in "E flat major." He possesses a brilliant technique, and a right musical understanding. His masterly performances showed the character of the instruction in the London College and Academy of Music. The second artiste, Mr. Moncur, sang "Adelaide," from Beethoven, and "O, ma Maitresse!' from David, with a tender tenor voice, and pure execution. Her Imperial and Royal Highness the Crown Princess was present at the concert.

# "DEUTSCHES TAGEBLATT," April 22nd, 1885.

A very remarkable concert was given last Monday at the Singakademie by Messrs. Alfred Hollins and John Moneur, artistes from the Royal Normal College and Academy of Music for the Blind, London. Mr. Hollins is, undoubtedly, one of the greatest and most important pianists. He gave us three concertos, namely, Beethoven's, in "E flat major"; Schumann's, in "A minor"; and Liszt's, in "E flat major." The performances of this young artiste, though deprived of sight, are only equalled by some of our greatest seeing pianists. He possesses excellent technique and great power. The Philharmonic Orchestra was directed by Professor Klindworth. Mr. Moneur is a fine but not powerful tenor, with a well-schooled voice. He sang Beethoven's "Adelaide" and Félicien David's "O, ma Maitresse!"

### "DEUTSCHER REICHS-TUZEIGER," April 21st, 1885.

Yesterday, took place at the Singakademie a concert of two artistes from the Royal Normal College and Academy of Music for the Blind, London, under the patronage of Her Imperial and Royal Highness the Crown Princess. The pianist, Mr. Hollins, played, accompanied by the oreliestra, the three most important and most difficult piano-concertos of elassical and modern times, the fifth concerto of Beethoven, the "A minor" of Schumann, and the "E flat major" of Liszt. The performances were a great musical event. The exceution was finished, and evineed great understanding. Mr. John Monern excented, with a nice tenor voice, Beethoven's "Adelaide" and a romance from Félicien David. A true artistic education could be remarked. He intoned with pureness and distinct pronunciation. The greatest applause accompanied all the performances of the two artistes. The Philharmonic Orchestra was directed by Professor Klindworth. Her Imperial Highness the Crown Princess and Her Royal Highness the Princess Victoria favoured the concert with their presence.

### "GLASGOW NEWS," March 13th, 1885.

A concert by the pupils of the Royal Normal College for the Blind, at Upper Norwood, was given last night in St. Andrew's Hall. The music was of the most refined description, and if the performances were neither so loud as those of Mr. Manns's orchestra, nor so exciting as those of the modern pianoforte virtuoso, they were decidedly accurate and agreeable. But while these characteristics were ever present both in the vocal and instrumental pieces of the programme, they were sometimes overshadowed, though never destroyed, by the wonderful technical execution displayed by more than one of the pupils. The interpretation of Mendelssohn's "Hear my Prayer," by Miss Amelia Campbell, for instance, was as surprising as it was exquisite. The sweetness and purity of intonation of Miss Campbell's voice were as enjoyable as ber phrasing was touching in its simplicity and truth. Here, in short, was art divested of all pretensions, and freed from the mannerisms and trickery of the average professional vocalist. The predominant feeling of wonder was strongly felt during the performance of the young girl Miss Jeannie Gilbert, in Liszt's "Fantasia on Hungarian Melodies in E minor," a composition—and this bas its unmistakable significance—originally written for Dr. Hans von Bulow. Naturally we missed the physical power which such music demands for a full revelation of its nature, but not always, for in the double octaves and full chords of the allegro eroico Miss Gilbert displayed notable manipulative strength. The theme of the vivace assai was crisply enunciated, and the score from first bar to last was accurately executed. The orchestral part of the fantasia, transcribed for piano, was played by Mr. Frits Hartvigson, himself a distinguished virtuoso, who again performed a similar service in Liszt's great "Concerto in E flat (No. 1)," which served to reintroduce to a Glasgow audience Mr. Alfred Hollins, whose performance was certainly the highest achievement of the evening. It can, in fact, only be fitly described as perfect. With music of so complex a nature, accuracy becomes a virtue, the possession of which in itself entitles a player to special distinction; but Mr. Hollins added to his astounding technical dexterity a nervous power which dominated the fiery spirit of Liszt's music. But there were other remarkable features in this performance-a light and distinct touch in the capricious allegretto, smoothness and facility in the rapid passages of the finale, and masterful phrasing throughout. The loud recall of the young virtuoso was a fitting acknowledgment of his superb performance. Mr. Fred Turner, a former pupil, who was lately appointed organist and choirmaster of the Wellington U.P. Church in Glasgow, took part in the concert. He was warmly applauded for his interpretation of Bach's "Prelude and Fugue in D major," for organ, and showed to even greater advantage in Saint-Saens' variations for two pianos on a theme from one of Beethoven's sonatas, in which he had as colleague. Mr. Frits Hartvigson. Mr. Turner's cantabile is exquisite, and his facility of execution extraordinary. The gradations of tone produced alternately by the executants were a remarkable feature of this performance, which proved to be one of the finest and most enjoyable heard during the evening. The part-songs of the Gardner Glee Club, the members of which are, of course, pupils of the College, were in some respects as wonderful as anything in the programme. The choir numbered some twenty-forr fresh and well-trained voices.

### "SCOTSMAN," March 16th, 1885.

A concert in aid of the Edinburgh Society for the Higher Education of the Blind of Scotland, by artistes and a select choir from the Royal Normal College and Academy of Music for the Blind, Upper Norwood, London, was given in the Music Hall on Saturday evening. Mr. Alfred Hollins, who played before the Queen at Windsor Castle, opened the concert with a prelude and fugue in D major by Bach, on the organ. Showing a thorough mastery of the keyboard, and a comprehensive power of execution, he played with great facility and accuracy; and he was no less successful with Liszt's "Concerto for the pianoforte in E flat (No. I)," his delicacy of touch, executive ability, and powers of memory enabling him to go through this intricate piece with a sympathetic expressiveness that left nothing to be desired. Artistic ability also marked the performance on the pianoforte by Miss Jeannie Gilbert of Liszt's "Fantasia on Hungarian National Melodies," the orchestral part of which, as well as that of the concerto played by Mr. Hollins, was performed on the piano by Mr. Frits Hartvigson, pianist to the Princess of Walcs. The solo singing of Miss Amelia Campbell was characterised by an expressive sweetness of tone and distinctness of pronunciation which secured for her an enthusiastic reception. She was eminently successful in Mendelssohn's "Hear my Prayer," and in Stevenson's hallad, "The Meeting of the Waters," her pleasant voice told with excellent effect. Mr. John Monenr's clear and well-modulated organ sounded sweetly in the strains of "I'll sing thee songs of Araby," for which he received several rounds of applause. The chorus and quartette singing deserved commendation, the voices being admirably blended and regulated; the intonation good, the pitch-considering there was no accompaniment -well sustained, expression carefully attended to, and the volume of sound effective, both in quantity and quality.

### "DUNDEE ADVERTISER," March 14th, 1885,

A concert which, for excellence both of programme and of performance, will be remembered by every one of the audience as one of the most artistically satisfying, and therefore one of the most criptyable as well as instructive, exhibitions of musical talent with which Dundoe has been favoured, was given in the Kinnaird Hall last night by artistes and a select choir from the Royal Normal College and Academy of Music for the Blind, Upper Norwood, London. A programme which embraced some of the best specimens of art of the classical, the romantic, and the popular classes was provided. On the vocal concerted pieces were engaged a choir of twenty voices that halanced to perfection as regards power, sang with a purity of intonation, a beauty of tone, and an artistic intelligence and sensibility that surely cannot be excelled. As a mere matter of ear, the singing produced sensation the most exquisite, for there was every possible gradation in power and quality of combined vocal tone, and when this art, with that of distinct enunciation of syllables, was found

to be cutirely subservient to interpretation of buman thought and emotion, as embodied in music and words, the charm was complete. It was beyond all question the most accomplished part-singing ever heard in Dundee, comprehending in full measure all the essontial elements, executive and emotional, of true art. It mattered not what the style of the piece, whether Mendelssohn's Psalm xiii., the "Pilgrims' Chorus "from Tannhauser that remarkable vocal dictionary of musical terms entitled "Italianischer Salat," or the still more humorous and hardly less cleverly written glee "The House that Jack Bnilt" of Caldicott, that style was fully expounded and finished to the last degree.

Quite as worthy of laudation was the solo singing. Miss Campbell's singing in "Hear my Prayer" was replete with skill, intelligence, and feeling. The treatment of "The Meeting of the Waters," and of the encore song for this, "Ye Banks and Braes," is to be mentioned also, as evidence of her keen unsical sensibility, conjoined with a lovely quality of voice, over which she exercises complete control. Mr. John Moneur exhibited a tenor voice of remarkable purity and quality of tone, with a keen artistic sense. This was particularly observable in a finished performance of Beethoven's

"Adelaide," for which he was recalled.

The playing by Mr. Alfred Hollins of the pianoforte part of Liszt's exacting "Concerto in E flat," and Miss Jeannie Gilbert's playing of the pianoforte part to the same composer's hardly less trying Fantasia for piano and orchestra, were veritable feats of skill for young players, and finished to such a degree as to suggest not only indomitable power of study, but the activity of a highly-cultured native genius. Mr. Hollins also gave a wortby account of Baeh's "Organ Prelude and Fugue in D major," besides accompanying some of the vocal items in a musicianly manner.

### "HUDDERSFIELD EXAMINER," March 17th, 1885.

The local society for providing instruction for those deprived of the blessing of sight heing in want of a little help, the committee obtained the services of about twenty artistes (soloists and choir) from the Royal Normal College and Academy of Music for the Blind, Upper Norwood, who were brought to Huddersfield by Dr. Camphell, the principal, for the purpose of giving this concert to afford that help, and at the same time to show what can be done by proper training and instruction to make good scholars and musicians of the blind, and to enable them to support themselves. The playing of the instrumentalists, and the singing of the vocalists were of such a high order of artistic merit as to bear criticism from the standpoint adopted when considering the merits of professionals enjoying all the advantages of cyesight, and therefore the concert was of a most enjoyable character; indeed, fewer and smaller defects were observable throughout the performance than often occur at the best high-class concerts, while some features of the singing made that department of the concert superior to the singing at many of the kind of concerts we refer to. Adopting the high standard of criticism we have indicated, and making no allowance for the blindness of the artistes, because they really seemed not to need it, we are bound to say that the instrumental portion of the concert was sustained with great technical skill, high artistic taste and intelligence, and beautiful effect. How blind artistes acquire such a perfect command of the keyboard as Miss Jeannie Gilbert and Mr. Alfred Hollins showed they have acquired is really marvellons. Both artistes played with almost faultless accuracy. Miss Gilbert played with both definiteness and delicacy of touch, and with exquisite rythmic phrasing, brightness, and buoyancy of style, and the gipsy allegretto was most beautifully executed, and the final prestissimo was played with rare spirit and finish. The orebestral parts are most skilfully transcribed, and were played in a musterly and most effective manuer by Mr. Frits Hartvigson. The two players were perfectly en rapport, and a very beautiful performance was the result. Mr. Alfred Hollins has a style of playing peculiarly and happily fitted for music of the character of the "Concerto in No. 1, E flat," hy Liszt. He combines strength and refinement with poetic fire and expressiveness, and extraordinary technical skill with fine breadth of phrasing and clear marking of his themes. He played the grand allegro maestoso movement with fine power and style, and the second part of the movement with exquisite gracefulness. The adagio was most expressively rendered. For hrilliancy and artistic passion, we have rarely heard a hetter performance than that of the allegretto vivace, and the allegro marziale movements, which were marvellously well played. Mr. Frits Hartvigson again played the orchestral transcriptions These two concertos were so intelligently and effectively executed as to elicit enthusiastic applause from all parts of the hall. The vocal portion of the concert delighted the andience immensely, singing from heginning to end had its lessons for our local vocalists, and indeed, for many professionals, which hoth would do well to try to learn more perfectly than they have hitherto done, though much progress has been made of late years. Those lessons were mainly in voice production, the method of which exemplified by the choir was little short of perfect, and in absence of shouting, and display of the power of sweetness and expressiveness. The result of much having heen evidently made by the professors of the College of these two points must have been patent to all present in the exquisite purity of intonation, perfect ensemble, and beauty of shading which pervaded the singing of the choir throughout the programme. And while there was all this refinement there was no weakness, but a polished sonority, a charm of accent, and a clearness of articulation and delivery of words which were most praiseworthy and effective.

### "SHEFFIELD INDEPENDENT," March 19th, 1885.

Two concerts were given on Tucsday, in the Albert Hall, in aid of the Railway Servants Orphanage, Derhy, hy twenty students from the Royal Normal College and Academy for the Blind, London, assisted by Professor Frits Hartvigson, pianist to H.R.H. the Princess of Wales, and conducted hy the Principal of the College, Dr. F. J. Camphell. The proceedings were opened with Bach's "Prelude and Fugue in D major," for the organ, which was played in a most masterly manner by Mr. Alfred Hollins. Although this was the first item, it was vociferously encored, an honour which was well deserved. It may here be stated that, owing to the regulations which the Alhert Hall directors impose respecting the playing on their instrument, Mr. Hollins was well-nigh prevented from playing on the organ. John Ward's madrigal, which followed, was very sweet and mellow. This was succeeded by Mcndelssohn's motet, "Hear my Prayer," for Miss Campbell, choir, and organ. Miss Campbell gave the solo with wonderful pathos, and the chording of the voices was a treat to hear. It was one of the marked successes of the night. Miss Jeannie Gilbert showed to great advantage in Liszt's "Fantasia on Hungarian National Melodies," the orchestral parts of which were played on a piano, from Bulow's transcription. She is a credit to the institution. A terzetto by Costa, "Vanne a Colei," afforded the singers an opportunity of displaying some fine pianissimo effects. The "Chorus of Pilgrims," from Wagners "Tannhauser," was given hy the Gardner Glee Club-so called in honour of the gentleman who gave something like 2500,000 for the blind. Rossini's quartette from "Moses in Egypt," "Mi Manca la Voce," led the way to what was a feature of the concert—the performance of Liszt's most difficult "Concerto in E flat," for pianoforte and orchestra. The solo part was taken by Mr. Alfred Hollins, while Professor Hartvigson again supplied the orchestral parts as transcribed for the piano. It is impossible in this notice to refer to all the points which call for remark in

the allegro maestoso, quasi adagio, allegretto vivace, and allegro marziale animato. It must suffice to say that Mr. Hollins showed a mastery of the instrument which was astonishing, and played with such freedom that no one would have imagined that the performer was blind. Those who know bow difficult it is to get blind players to lift their hands from the keys will appreciate the skill of the player, and will be able to estimate the soundness of the tuition imparted by the College professors. Part II. opened with an arrangement of a Scandinavian song, "Lokkende Toner" (Enticing Sounds), by Halfdan Kjerulf, which was very pleasing. Clay's "I'll sing thee songs of Araby" was sung with such effect by Mr. John Moncur that he had to give another song as an encore. Miss Amelia Campbell, who followed, was likewise paid the same well-deserved compliment for her earnest rendering of "The Meeting of the Waters." The andience were now in a very enthusiastic mood, and encored—not without cause—every succeeding

It is expected that over £120 will be handed to the orphanage as the result of Tucsday night's effort.

#### "SHEFFIELD TELEGRAPH," March 19th, 1885.

The programme consisted of classical music, as well as some of the finest old English madrigals, ballads, and part-songs. In the evening Mr. Hollins played Each's "Prelude and Fugue in D major." The way in which he handled the organ was astonishing; not a false note or incorrect registration was heard; he might have been accustomed to the instrument, instead of having only examined it for an bour or two in the previous part of the day. His pedalling was particularly good, and for this and bis comprchensive mastery of bis by no means easy task, he obtained lond applause from an audience, the majority of which, it is fair to presume. had heard most of the great players of the present day upon the same instrument. The performer subsequently showed his further accomplishments as a pianist, for which purpose he selected Liszt's concerto for pianoforte and orchestra (No. 1 in E flat). He displayed great mastery over the instrument, and went through the concerto with such skill, precision, and expression as once more to excite the enthusiasm of the audience, who were not content until the artist was brought back to respond to the encore. Miss Jeannie Gilbert furnished another astonishing example of the perfection to which the blind can be trained as musicians. In Liszt's "Fantasia on Hungarian National Melodies" she displayed true musicianly feeling, and interpreted the difficult piece in a manner that would have been creditable to any performer, and was little short of marvellous in one who was deprived of a sight of the keyhoard. At the termination of the fantasia Miss Gilbert was rapturonsly recalled. The singing of the choir was, on account of the depth of tone, the pureness of intouation, and care of pronunciation, excellent.

It would be difficult to over-estimate the value of the work carried on hy the Normal College and Academy of Music for the Blind. Dr. Campbell and his able staff of professors and assistants are proving how pure philanthropy and utilitarianism may be barmoniously and beneficially combined, the success of their system justifying the words of the Executive Committee in their report for 1882, that "the blind need only to receive the advantages of a thorough training, both mental and physical, to be able to compete in the world with their sceing bretbren." We have no hesitation in saying that the performances of the pupils of the College reflected the bigbest credit on the professors, and testified to the ingenuity of the system

of tuition.

It should be said that Mr. J. M. Cook, of tourist renown, is, to a large extent, responsible for the musical treat above described. A staunch supporter of the Normal College, and equally a well-wisher of the Railway Orphanage, he conceived this means of bringing hoth institutions more prominently before the public, and good will result to them from his thoughtfulness.

### "ATHENÆUM," June 26th, 1885.

We have several times had occasion to speak of the excellent work done by the Normal College for the Blind at Upper Norwood. Last Saturday a fresh opportunity was afforded of seeing the results of the admirable musical education given to the students by the concert held in the Albert Palace. Special mention should be made of the really remarkable playing, both on the organ and piano, of Mr. Alfred Hollins, who played the important obligato part of the first movement of Guilmant's "Symphony in D minor" for organandorchestra, and the piano in Schumaun's " Concerto in A minor " and Liszt's in E flat, in a manuer which would bave been considered masterly in a player possessed of sight, but which, under the circumstances, was nothing But Mr. Hollins' performance deserved higher praise short of astonishing. than that carued by mere technical accuracy. It was full of warmth and sensibility, and the feeling of the true musician was evident throughout. The same may be said of the performance by Miss Jeannie Gilbert of Bennett's" ('apriccioin E" for piano and orchestra. The vocal portions of the concert were hardly, if at all, inferior to the instrumental. Miss Campbell, Mr. Moneur, and Mr. Fairebild showed themselves excellent soloists, while the choir of the institution sang charmingly, their performance of two of Mendelssohn's eight-part I'salms (the 2nd and 43rd) being admirable.

#### "TIMES," June 22nd, 1885.

As an artistic achievement, also, that concert was highly remarkable. The excellence of the musical training which Dr. Campbell's pupils receive, and which has enabled many of them to gain an independent livelihood as teachers and organists, has been more than once commented upon in The Times. Saturday's performance fully confirmed the favourable opinion previously expressed. The choral singing in such pieces as Mendelssobn's psalm "Wby rage fiercely the beathen?" for soli and double choir, and Mr. Caldicott's charming humorous glees, was marked by rare accuracy and refinement. Mr. Moncur, in Haydn's "In native worth," and Mr. Fairchild, in Gound's "The Smith," won the unanimons applause of the audience, aud Miss Campbell gave songs by Brabms and Rubinstein with much intelligence. But the planists carried of the prize of the contest. Miss Jeannie Gilbert, iu Sterndale Bennett's capriccio for pianoforte aud orchestra (op. 22), proved herself to be an advanced executant, to whom experience will give greater freedom and individuality of expression; and in Mr. Alfred Hollins tho Normal College possesses a genuine artist, capable of grappling with the most difficult problems of Schumann and Liszt on the pianoforte, and an excellent organist. Mr. Hollins has a remarkable future before him. It remains to add a word of unqualified praise with regard to Mr. Mackenzie, who, at very short notice, had undertaken the peculiarly difficult task of conducting the concert, and accomplished it with great tact.

## "STANDARD," June 22nd, 1885.

A special concert was given at the new Palace of recreation at Battersea Park, on Saturday afternoon, by the pupils of the Royal Normal College and Academy of Music for the Blind, Upper Norwood. Mr. Alfred Hollins unites the capacity of organist with that of pianist, the pieces selected by him on Saturday being those recently performed by him in Berlin by command of the Crown Princess—viz., the opening movement from M. Alex. Guilmant's "Symphony No. 1, in D minor, Op. 42," for organ and orehestra; Schumann's "Concerto in A, Op. 54;" and Liszt's "Concerto for piano-

forte in E flat, No. 1." No praise could well he too high for Mr. Hollins' execution. Its accuracy was unfailing, even the most exacting passages being rendered with a certainty and brilliancy which many artists might vainly seek to rival. The triumph was complete, and after ach essay the performer was applauded to the ecbo. Equally successful was Miss Gilbert in Sterndale Bennett's delightful "Capriccio for pianoforte and orchestra, Op. 22." Miss Gilbert has a very pretty touch, and shares with Mr. Hollins the faculty of perfect precision. Other features of the programme were the excellent rendering by the select choir of Mendelssoon's Psalm xliii., "Judge me, O God," and the same master's Psalm ii., for double quartett and double choir, "Why rage fiercely the heathen?" Gibhon's madrigal, "The Silver Swan;" and Mr. A. J. Caldicott's humorous glee, "The House that Jack Bnilt."

## " DAILY NEWS," June 22nd, 1885.

The chief attraction at the Albert Palace, Battersea Park, on Saturday, was a vocal and instrumental concert given most appropriately in aid of the funds of the Fawcett Memorial Committee by the Royal Normal College and Academy of Music for the Blind, Upper Norwood. There was a large attendance, and among those present were the Duke of Westminster, the chairman, and Lord John Manuers, the vice-chairman of the committee of the National Fawcett Memorial. The concert comprised organ and pianoforte performances by Mr. Alfred Hollins, who played the compositions recently performed by him in Berlin by command of the Crown Princess; a pianoforte performance by Miss Jeannie Gilbert; songs by Miss Campbell, Mr. Moncur, and Mr. Fairchild; and choral-singing by a choir composed of artistes from the Normal College. The orchestra of the Palace was angmented for this occasion. Mr. Hollins played the organ in the first movement from "Symphony No. 1, in D minor, for organ and orchestra (op. 42)," by Guilmant, and the piano in the "Concerto for pianoforte and orchestra, in A (op. 22)," by Schumann, and in the "Concerto for pianoforte and orchestra No. 1, in E flat," by Liszt. Miss Jeannie Gilbert played in the capriccio for pianoforte and orchestra (op. 22) by Sterndale Bennett. The wonder excited by the masterly playing of these two artistes is enhanced by the reflection that they must necessarily play wholly from memory. They were entbusiastically applauded, and a generous acknowledgment was likewise given to the vocalists and the choir. Mr. Hollins subsequently gave a recital on the organ, the programme being selected from the works of Mendelssohn, Mozart, Hopkins, Bach, C. M. Widor, Guilmaut, and Smart. On this occasion also there was a large and appreciative audience.

## "DAILY CHRONICLE," June 22nd, 1885.

The Fawcett Memorial Concert, which drew a considerable gathering of the musical public to the new Albert Palace on Saturday, while it presented some popular features, was largely devoted to selections from high-class works written for combinations of pianoforte or organ with the full orchestra. The presence of so accomplished a player as Mr. Alfred Hollins, who both at the organ and the pianoforte exhibited the capacity of the blind to cultivate music in its most classic forms, was sufficient to justify a preference for works of this character, and with the augmented orchestra of the Palace under the baton of so able a musician as Mr. A. C. Mackenzie, there was insured a completeness in the programme that neight satisfy the most exacting student.

## EMBOSSING FOR THE BLIND.

The activity of the British and Foreign Blind Association is one of the most striking indications in the higher and musical education of the Blind. This is mainly due to the indefatigable energy and munificent liberality of the Honorary Secretary, T. R. Armitage, Esq., M.D.

He conducts the business of the Association with as much tact, energy, and zeal as though he anticipated the realization of millions by the result. He not only gives his time and devotes his earnest Christian life to this work, but contributes largely the material requirements, which are so indispensable. Since the date of our last report the following works have been embossed:—

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Egypt, Assyria, Babylonia, etc.
Outlines of the World's History. | Vol. I.
    By W. Swinton, Esq.
                                                                         Voi. II.
Vol. III.
                                                                                                Greece.
               ..
                                                                                                Rome.
                                                                         Vol. IV. Tile Roman Empire, Medievai History,
Charlemagne.
                                        11
Charlem
Selections from Rev. W. H. Altken's Mission Hymu-Book.
Maharattee Primer.
Scriptures:

Exra, Nehemiah, and Esther,
The Faithful Promiser.
                                                                              Job, Proverbs, Ecclesiastes, and Song of Solomon.
                                                                                                 Twelfth Night.
 Much Ado about Nothing.
                                                                                                King John.
Romeo and Juliet.
 King Lear.
As You Like It.
       (These plays are printed from the Boudolr Edition of Shakespeare.)
 triese plays are princed from the Boudoff Edition of Stark
Queen Blizabeth and her Times. Two vols.
English Synonyms. By Graham. Two vols.
Fitth Royal Reader (Nelson's Scries). Vol. I.
The Magazine has continued to appear every two months,
                                                                                      Music
                          Hunten's Instruction Book for the Piano (Fi st Lessons).

Czerny's Vélocité. Op. 299

Cramer's Etudes for the Piano, edited by Von Buiow. Vol. I.

Ditto ditto ditto Vol. II.
                          Cramer's Etudes for the Piano, edited by Von Bulow. Vol. 1.
Ditto ditto ditto ditto.
Donizetti, La Favorita, arranged by F. Beyer.
Weber, Fantasia from Oberon, Spudier. Op. 255.
Hunter, Français Roado. Op. 39.
Mendelssolm's Songs without Words.
Sougs for Soprano Volce. Vol. 1.
Sougs for Soprano Volce. Vol. 1.
Beethoven.—Sonatas, Op. 13, Op. 27 No. 2, Op. 31 No. 3, and Op. 26,
Clementi.—Gradus ad Parnassum, 2 vols.
Paff.—Thity Properssive Studies.
                           Raff. Thirty Progressive Studies.
Thirty-six small pieces for the Piano, of which sixteen are Dance Music.
Greenwood's Two-park Exercises in Singing.
Eleven selected Ts. or Songs.
                            Ten selected Bass Songs
                            Mendelssohn's Two-part Songs.
Nineteen selected Madrigals.
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Besides these printed books, a large number of MS. books have been written out, and are now in circulation. Six copies are generally made of each work.

<sup>&</sup>quot; The remaining four volumes are now completed.

## APPENDIX A.

#### COURSE OF STUDY.

The College embraces a Preparatory School, a Grammar and High School, a Technical School, and an Academy of Music. The course of instruction includes the following departments:

- 1. General Education.
- 2. The Science and Practice of Music.
- 3. Training of Teachers.

4. Pianoforte Tuning.

In each department the instruction is directed to the practical end of preparing the blind for self-maintenance.

## SCHOOL DEPARTMENT.

Pupils of different ages and acquirements have hitherto been received at any time of the year, hence it has been impossible to arrange a systematic course of study. The establishment of the Preparatory School has overcome this difficulty, and has chabled us to restrict the admission of pupils to stated periods; and also to require, as a condition of admission, that they shall be able to undertake the studies of the first form.

The complete College course will require not less thau six years, and will comprise a Regular, or Grammar and High School course of four years, and a Scientific, or Advanced course of two years. All pupils, except those who come for some special purpose, as pianoforte tuning, must take the four years' course, unless they can pass a satisfactory examination in all the English subjects. It is a well-established truth, that the blind who achieve the highest success in the profession of music are those who have received the best physical and mental culture; therefore we recommend the musical students to take the entire course, even if it is necessary to extend the time to complete their professional studies. Musical students, especially vocalists, who cannot take the entire course, will have opportunities for studying modern languages.

In the Educational Department the instruction will be sufficient, and in many subjects more than is required, for the

matriculation examination in the University of London, and in special cases the time may be extended with a view to the B.A. degree. In the Musical Department the instruction will be sufficient to prepare talented and industrious students for university degrees.

### PREPARATORY SCHOOL.

The Preparatory School is conducted on the Kinder-Garten system. Fröbel's principle of self-work and self-help is far more essential in the training of blind than of seeing children. Special care is given to the moral, mental, and physical training of the children, and, as a foundation for all their future work, orderly habits, good manners, and upright conduct are inculcated.

Besides Kinder-Garten work the instruction includes Reading, Writing, Arithmetic, and Object Lessons in the elements of

various subjects.

## GRAMMAR AND HIGH SCHOOL.

## Regular Course.

#### First Form.

Scripture Lessons, Reading (2nd, 3rd, and 4th Royal Readers), Dictation, Spelling and Defining, Geography (Definitions, Physical, Mathematical, and Political, Hemisphere Maps), Mental Arithmetic (Colburn), Grammar (Orthography, Etymology: Morris and Campbell), Object Lessons, and Rocitations.

#### Second Form.

Scripture Lessons, Geography of Palestine, Reading (Selections from Standard Anthors), Dictation, Spelling and Defining, Geography (British Isles, Physical and Political), Mental Arithmetic (completed), Written Arithmetic (Four Simple Rules, Compound Numbers), Grammar (Syntax, Analysis: Daniel and Mason), English Biography, Outlines of English History, Recitations, Object Lessons in Natural History and Botany.

#### Third Form.

Scripture Lessons, Life of Christ, Geography (British Empire completed, Enrope), Written Arithmetic (completed), Analysis, English Composition, Elocution, English History (History in Braille: Bright and Macaulay), Physiology, Latin, and French.

#### Fourth Form.

Scripturo Lessons, Lives and Writings of the Apostles, Geography (America, Asia, Africa; Physical and Mathematical, reviewed and completed), Algebra, Geometry, Composition, Rhetoric, English History (1688 to present time), Outlines of General History, English Literature, Latin, French, German, and Italian (two selected, according to circumstances).

#### Advanced Course.

## Fifth Form.

Scripturo Lessons, Bible History, Algebra, Geometry, Rhetoric, History (Grecian and Romau), Literature (Classical Authors), Physics, Geology, Latin, French, Germau, and Italian (two selected, according to circumstances).

#### Sixth Form.

Scripture Lessons, Bihle History, History (Modern Europe), Literature (Modern Classics), Physics, Astronomy, Science of Government, Political Economy, Science of Language, Latin, French, German, and Italian (two selected, according to circumstances).

During the Course, Lectures will be given on the following subjects: Science and History of Music, Rev. Sir Fred. A. Gore Ouseley, Bart., Sir George A. Macfarren, Mr. W. H. Cummings, and Mr. H. C. Banister; Political Economy, Mrs. Fawcett; Natural History, Rev. J. G. Wood, M.A.; Geology, Prof. J. W. Judd, F.R.S. (occasional Lectures); English Men of Letters, Rev. John Presland; Constitutional History of England, J. R. Brooke, Esq.; History—(a) Early Civilisations, (b) Grecian and Roman History, (c) Modern Europe, (d) English History from the Reformation to the present time. F. J. Campbell, Esq., LL.D.

#### ACADEMY OF MUSIC.

The musical instruction in its several branches of harmony, pianoforte, organ, and vocal culture, is addressed to the mind, and not merely to the ear. This is the only possible method by which musical training can be made of practical use to the hlind.

For direct instruction in each branch we have an able professor, several assistants, practising monitors, and a music reader, which places our pupils on an equal footing with seeing pupils in other schools of music.

The indirect instruction is scarcely less important than the direct, and the latter is by no means complete without it. It is

gained in the concerts and recitals, which familiarise the pupils with the best works of the great masters, and render their musical

culturo more comprehensive.

But we should specially mention the musical advantages of the Crystal Palace, where there are good musical performances every day, several symphonies each week, and an annual series of Saturday classical concerts unsurpassed by any in the kingdom.

Non-resident seeing pupils can receive instruction in this department. For all particulars, application should be made to the

Principal before the beginning of each term.

#### SINGING.

#### Class I.

Individual Training, Production and Delivery of the Voice, Timbre or Quality, the Art of Breathing (Inspiration and Expiration), Intervals, Scales within the Octave, Concone's 50 Lessons for Medium Voice, 40 Lessons Contralto and Bass, Position for Singing, Facial Expression.

#### Class II.

Extended Scales and Technical Exercises, Chromatic Scales, Selections from Vocalises by Concone, Panseron, and Bordogni, Phrasing.

#### Class III.

Enunciation of Vowels and Consonants, Articulation of Words, Expression, Classical and other Chamber Music, Solos, Duets, Trios, etc.

#### Class IV.

Recitative and Oratorio, Dramatic and Dcclamatory Selections in English, Italian, and French, from the great composers of Oratorio and Opera.

## Class V.

Classical German Songs.

Dramatic Singing, combined with instruction as to appropriate gesture and action.

## Class VI.

The Art of Tcaching as applied to Voice Culture and Singing. Choral and Ensemble Singing, including the English Madrigalian School, is combined with the above for Classes III., IV., v., and VI.

#### PIANOFORTE.

#### Class I.

Musical Notation: Proper Position of the Body, Arm, and Hand; Five-finger Exercises; Lessons in Rhythm; Studies, Czerny, Op. 261; Introduction to Scales; Melodious Pieces for Small Hands; Introduction to Phrasing.

#### Class II.

Five-finger Exercises and Seales; Plaidy's Technical Studies; Etudes—(Burgmüller, Op. 100, Czerny, Op. 636); Sonatinas—(Clementi, Op. 36, Nos. 1 and 3, Kuhlau, Op. 20, No. 1, Op. 55, Nos. 1 and 2, Op. 88, No. 1); Mozart's Sonata in C (No. 1, Prof. Lebert's Edition), 1st and 2nd movements.

#### Class III.

Five-finger Exercises; Scale Practice extended; Plaidy's Tcchnical Studies, continued; Etndes—(Czerny, Op. 299, Heller, Op. 46, Book I.); Sonatinas—Kuhlau, Op. 88, Nos. 2 and 4, Op. 55, Nos. 3 and 6, Op. 20, Nos. 2 and 3, Clementi, Op. 36, Nos. 4 and 6); Haydn, Sonata in C, No. 5, Mozart, Sonata in C (No. 3, Prof. Lebert's Edition), Beethoven, Sonatas, Op. 49; Mendelssolm, Op. 72, Nos. 2, 5, 6; Raff, Op. 75, No. 4; Bach, Six Petits Préludes; Handel, twelve easy piano pieces (edited by Hans von Bülow).

#### Class IV.

Selections from Tausig's Finger Exercises: Etndes (Haberbier Etndes-Poesies, Book I., Czerny, Op. 337, Moscheles, Op. 70); Selections from Kullak's Octave School, Cramer (Bülow's Edition), Clementi (Tausig), Bach's Preindes and Fugnes (Tansig's Edition); Bennett's three musical sketches, Nos. 1 and 3; Raff, Op. 75, No. 8; Beethoven's Early Sonatas, and suitable selections from other composers.

#### Class V.

Selections from Tausig's Finger Exercises, Kullak's Octave School, ('ramer (Bülow), Clementi (Tansig), and Bach (Tausig) continued; Czerny, Op. 365; Selections from Chopin, Ops. 10 and 25; Bennett's Studies; Compositions carefully selected from Classical and Modern Masters; Art of Teaching; Ensemble Playing.

#### Class VI.

Chopin's Etndes, Ops. 10 and 25; Studies by Henselt, Rubinstein, and Liszt; Selections from Classical and Modern Masters; Art of Teaching; Ensemble Playing.

#### ORGAN.\*

#### Class I.

Introductory Lessons; Archer's Organ School; Pedal Exercises, Schneider and Best; Hymns, Chants, Easy Voluntaries, Smaller Preludes, and Fugues of Bach.

#### Class II.

Church Service; Chanting (Cathedral Psalter); Hymns, Anthems, &z.; Registration of Stops, Phrasing, Bach's Preludes and Fugues, Mendelssohn's Sonatas; Miscellaneous pieces.

#### Class III.

Selections from Works of Bach, Handel, Haydn, Mozart, Beethoven, Mendelssohn, and Modern Composers; Drilling and Teaching Choirs; Accompanying Choral and Solo Singing.

## HARMONY, COUNTERPOINT, AND COMPOSITION.

#### Class I.

Formation of Scales and Koys, Major and Minor—Chromatic Scale; Intervals, Diatonic and Chromatic—their inversion; Harmonic Chord, with General Principles deducible therefrom; First Principles of Part-writing; Distribution of Parts; Motion of Parts; Progressions of Melody; General View of Chords, Consonant and Dissonant; the Triad, different kinds; Exercises on Connection of Chords; Cadences—Perfect, Imperfect, Plagal, Interrupted, &c.; Sequences: Rhythmical Divisions and Phrasing; Inversions of the Triad.

At this stage, the study of Counterpoint to he commenced. General Explanations about the nature of Counterpoint and its connection with the ordinary Harmony Course. First Species of Counterpoint, in two, three, and four parts.

#### Class II.

Chords of the Seventh; Dominant Seventh; Resolution of Dissonances; Chords of the Seventh on other Degrees of the Scale; Inversions of Chords of the Seventh; Modulation hy means of the Dominant Seventh; Chords of the Ninth—Modulation thereby; Derivatives (or Inversions) of the Chord of the Ninth; Chords of the Eleventh and Thirteenth; Passing-notes and Unessential Discords; the 2nd and 3rd Species of Counterpoint, in two, three, and four parts.

<sup>\*</sup> As a rule, the study of the organ will begin the fourth year.

#### Class III.

Discords by Suspension; Fourth Species of Counterpoint; Chromatic Chords and Alterations; Fifth Species of Counterpoint; Pedal-notes; Modulation; Imitation and Canon.

#### Class IV.

Double Counterpoint, in the Octave, Tenth, and Twelfth; Fugue Structure; Triple and Quadruple Counterpoint.

### Class V.

Form in Composition; Movement of Continuity—the Sonata and Symphony; Episodical Form—the Rondo; Other Structures Analysis; Instrumentatiou.

### Class VI.

Composition; Analysis; Instrumentation. Lectures, during the entire course, on collateral subjects.

## APPENDIX B.

#### THE TRAINING OF YOUNG CHILDREN.

As we have so many inquiries with regard to the best method of training young blind children, I take this opportunity to offer a few suggestions.

The blind are often injured, and their capacity much impaired, some of them even ruined for life, through the ignorance and

mistakon kindness of their friends during early childhood.

The following maxims will assist us:

1st. It is clearly obligatory upon all persons, whether sighted, blind, or deaf and dumb, to endeavour to make the best use of whatever powers God has given them.

2nd. It is the object of all true education to call into action

the moral, mental, and physical faculties.

3rd. To develop a true and harmonious character, we must

give careful attention to the smallest details.

4th. The education of blind children should commence as soou as they can understand that their actions please or displease those who love them.

Instead of being indulged, they should be subjected to a more careful and stricter discipline than other children. They should be taught how to dress, wash, and feed themselves. Many parents allow them to use their fingers at the table, or at best give them a spoon; this is the greatest possible mistake. They will be spared much mortification during their whole life if they are early taught, in the most particular manner, how to use their knife and fork.

In those things in which they will naturally be awkward, let them have a few minutes every day for special instruction. They should never be allowed to make their blindness an excuse for

inattention to the ordinary requirements of society.

The kindhearted mother will confer a blessing on her blind child by training it to be useful. It will be easier for her to go for her work-basket, newspaper, or book, than to direct the little one where to feel for them; but let her persevere in this, and patience will have its reward.

When it has playthings, those only should be selected which will either require the exercise of thought or tend to develop

dextcrity in the use of the fingers.

Iustead of lavishing upon the child sugarplums and sweetmeats, let him be entrusted with a box of simple tools, provide nails, tacks, and pieces of wood, and encourage him to attempt to make little articles, such as boxes, toys, &c.; give him a shovel and spade, or if these cannot be had, a sharp stick, and when the weather is suitable, send him into the garden or yard to dig and play.

I have known a blind child who constructed mountain ranges, mud forts, cottages—in fact, a whole village, with a church, shops, and ordinary houses; even modelled men and women, invited them

to a party, and treated them to mud pies and cakes.

Blind children should not only be encouraged, but taught how to sow seeds and cultivate flowers. They should run, jump, turn somersaults, play leap-frog, and join in all games with their brothers and sisters—in fact, be encouraged in every kind of activity. If opportunities are favourable, climbing, running, swimming, rowing, skating, and many other athletic sports should be among their early accomplishments.

The perceptive faculties should be carefully cultivated. This

may be done in various ways.

Interest the child, not only in the purchase of his own clothing, but also in that of other members of the family. When he has learned to distinguish between woollen, cotton, linen, and silk goods, he will very soon recognise the slightest difference in the quality of cloth and other articles. When a suit or dress has to be purchased, let him carefully examine various samples; tell him the price of each, and point out their good and bad qualities.

When walking with them, we should speak of everything we see, and, when convenient, place their hands upon whatever

interests them.

Any object will do for a lesson—a fountain, a sign, a tree, a bird, a horse, beautiful fleecy clouds, the gathering storm, the returning sunshine, the springing grass, or the opening flowers; all will furnish topics for the most interesting stories to the little blind listener, who can only measure the length of his arm about him.

## APPENDIX C.

## RULES AND TERMS FOR THE ADMISSION OF PUPILS.

1. The Collogo is open to the young of either sex and of any rank, hut only those will he received as pupils who show sufficient ability to render it probable that by instruction they can be

rendered capable of self-support.

2. As without previous trial it would in many cases be difficult to determine whether an applicant for admission has sufficient capacity for the kind of education given at the College, candidates will first he received as *probationers* for a period of three months, or less. If, at the end of that period, they are found to possess adequate ahility, they may become permanent pupils.

3. The annual charge for pupils \* up to 13 years of age is £50 per annum; and over 13 years of age, £60 per annum. Preparatory

School £35 per annum.

4. The charge for private pupils will be from £80 to £100, according to circumstances. Primary school £50 per annum.

5. The charges for resident pupils include hoard, lodging, washing, and medical attendance; but not clothing or travelling expenses. Payments in all cases must be made for each term in advance. All cheques and Post Office Orders, in payment for pupils, should be sent to the Priucipal at the College.

6. The school year will be divided into three terms: for which the payments are duo October 1st, January 1st, and April 1st. The first and second terms include three months each, the third

term four months.

7. Except in cases of severe illness, all pupils are expected to he

in attendance at the College on the first day of each term.

8. Pupils will only be admitted at the beginning of one of the terms. If possible they should enter at the beginning of the Michaelmas term.

9. As it is of the utmost importance to keep up home ties hetween pupils and their families, it is desirable that all pupils shall spend at least the summer vacation with their parents or friends.

\* The Gardner Trustees have liberally granted a large number of Scholarships to aid the young blind of England and Wales whose friends cannot pay the entire cost (see Report). Several institutions for the blind are also heartly co-operating with us. In various large towns special Scholarship Committees have been formed, especially in Scotland.

- 10. All pupils must be provided with strong clothes, either new or in perfect repair, as in the following lists, and their parents or friends will be required to renew the clothing when deemed necessary by the Committee.
- 11. The use of tobacco in all forms is strictly forbidden. All pupils, without regard to age, during their connection with the College, must abstain from the use of tobacco either on or off the College premises. The use of beer, wine, or any drink containing alcohol, is only allowed when ordered by the medical authorities of the College.
- 12. In all cases the following form must be filled up by a duly qualified medical practitioner. The questions are not, however, put with a view to exclusion, but for information regarding the pupils:—
  - (a) Is the applicant totally blind, or, if only partially so, has he sufficient sight to enable him to follow any profitable employment?
  - (b) What appears to have been the cause of blindness?
  - (c) Has the applicant had the small-pox? Has he been vaccinated, and is there satisfactory evidence that the infection was complete?
  - (d) Has he had the measles, whooping cough, or scarlet fever?
  - (e) Has he been subject to epileptic fits?
  - (f) Is he free from scrofula or entaneous disease?

(Signed)		
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13. In cases in which the pupil is not entirely paid for by his or her friends, the following engagement must be signed by two respectable householders, independent of the parents, and witnessed by the elergyman of the parish, or a magistrate, or by a member of a Local Committee:—

We, the undersigned, do jointly and severally engage, as long as

remains a pupil in the Royal Normal College and Academy of Music for the Blind, to keep him or her supplied with the stock of clothing required, as in the list furnished by the Committee; and, further, to take and remove

from the College during the vacations, or whenever required to do so by the Committee, and to pay all sch removal and in case of death, all

expenses of such	Tonto, and
funeral expenses.	
Dated this	day of
Signatures	
the above named	I have witnessed the signatures of signing are respectable householders.
Minister of	
	Magistrate.
	Member of the
	Local Committee of
the Royal Normal Coll Blind.	lege and Academy of Music for the
Dated this	day of
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pupils should be addressed to the Principal, F. J. Campbell, Esq., LL.D., Royal Normal College and Academy of Music for the Blind, Upper Norwood, S.E. Persons can see the Principal on business on Tuesdays from 11.15 a.m. to 12.45 p.m.; on Thursdays from 2 to 3 p.m.; otherwise by appointment.

#### LIST OF CLOTHING.

## FEMALE DEPARTMENT.

Lacing and tight-fitting dresses are prohibited. Dresses and other clothing must give ample room across the chest. Dresses narrow across the chest invariably lead to bad positions. Parents are especially requested to attend to this requirement, as the health depends very much upon proper clothing. The skirts of the school dresses must be at least  $2\frac{1}{2}$  inches from the ground, to allow freedom in walking.

1 Sunday dress.

2 Week-day dresses.

1 Gymnastic suit (a sample of material and pattern will be furnished, or, if preferred, purchased at wholesale prices and made).

1 White petticoat.

- 2 Coloured petticoats.
- 2 Flauuel petticoats.
- 3 Undervests (flannel or merino, high-necked and long-sleeved).
- 4 Chemises.
- 4 Bodices (supplied with buttons for supporting the skirts).
- 4 Pairs of drawers.
- 3 Nightgowus.
- 12 Towels.
- 8 Pocket-handkerchiefs.
- 6 Aprons.
- 4 Pairs of stockings.
- 1 Pair of best boots.
- 2 Pairs of strong boots.
- 1 Pair of slippers or house boots.
- 2 Hats.
- 1 Sunday jacket.
- 1 Common ditto, or shawl.
- I Waterproof.
- 2 Pairs of gloves.

A sufficient quantity of neckties, collars, and cuffs.

- 1 Comb and brush.
- 1 Small toothed comb.
- 1 Nail brush.
- 1 Tooth brush.
- 2 Small bags for combs and brush.
- 1 Bag for soiled linen.

## MALE DEPARTMENT.

- 1 Sunday suit.
- 2 Very strong week-day suits.

Coats and vests must be broad across the chest, to give the lungs full play.

- 5 Shirts.
- 3 Night shirts.
- 6 Collars.

The bands of shirts and collars are often too small: this is a fatal error, as it not only injures the health, but prevents all chance of progress in singing.

- 6 Pocket-handkercluefs.
- 5 Pairs dark worsted stockings.
- 1 Warm coat or cloak.
- 2 Hats or caps.
- 2 Pairs of gloves.
- 1 Pair of Sunday boots.

2 Pairs of very strong boots for week-day use.

1 Pair of slippers.

Gymnastic shoes, jerseys, cap and belt (furnished at the College at the lowest wholesale rates).

Comb and hair brush. Small toothed comb.

2 Small bags for comb and brush.

1 Tooth brush.

1 Bag for soiled linen.

The rule in regard to the supply of clothing is imperative.

The gymnastic outfit is indispensable. If the clothing and gymnastic outfit is not provided, it will be the duty of the Principal to suspend the pupil.

## LIST OF DONATIONS AND SUBSCRIPTIONS

FOR THE

## GENERAL PURPOSES OF THE COLLEGE,

RECEIVED FROM OCTOBER 1, 1883, TO SEPTEMBER 30, 1884.

The Principal will be glad to be informed of any inaccuracies in this List.

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Chafy, Rev. C. W. K.										5	0	0
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Clark, Willington, Esq.									٠	7	7	0
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Coats, J., Esq.		• •			,					816	13	4
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Cockerton, R., Esq.				•	•	•		•	•	10	0	0
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Colbeck, H. R., Esq.	•		•	•	•	•	•	•	•	51	9	0
Colebrook, John, Esq.						•	•	•	•	10	0	0
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Cook, Mrs. J. M										10	0	0
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Cubitt, George, Esq., 1	1.P.					•			•	20 5		0
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Cunliffe, John, Esq.										6		0
Cutler, Rev. W. H.										5		0
Dakin, Mr. and Mrs.										15		0
Daniel & Co., Messrs.	T.									15		0
Daniell, John Henry,	Esq.										10	0
Darwin, W. E., Esq. Davies, Rev. T.											10	0
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Deacon, Miss									£	8.	d.
Deacon, Miss Sophia .					•				5	0	0
Debenham, W., Esq		Ĭ.	•	•	•	•			5	0	0
Deffell, H., Esq.			•	*					5	5	0
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Denny, E. M., Esq.	Γ.		•						100	0	0
Donner T. A. E.									50	0	0
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Dibbin, George A., Esq.					•	•			10	0	0
Dibley, G., Esq.	•	•							2	2	0
Dibley, Mrs. (the late).	•	•	•	•					2	2	0
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Dick, W. W. Fitzwilliam,	Esq.								10	0	0
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Digby, W. Wingfield, Esq.									50	ô	ŏ
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Dreyfus, L., Esq									215	0	0
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Duckworth, J., Esq. (May, a Recital by Mr. F. Tu Dudler, Earl of (the late) Dukinfield, Lady. Duncan, Miss Dungannon, Viscountess Dunlop, Cohn H., & Co., M. Dyer, Miss Earle & Haller, Messrs. Eason, J., Esq. Ebury, Lord Edis, Robert, Esq. Edwardes, T. Dyer, Esq. Edwardes, T. Dyer, Esq. Edwardes, H., Esq., M.P. Egerton of Tatton, Lord (the Egmont, Earl of Eliot, H. C., The Hon. Ellice, Wm., Esq. Ellict, Sir T. F., Bart., K.C. Ellis, Alderman Sir John V. Enfield, E., Esq. Erk, Miss E. Erskine, Dowager Lady Erskine, Miss Eve, Richard, Esq.	lessrs.		· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·	: : : : : : : : : : : : : : : : : : :	. proc	:	· · · · · · · · · · · · · · · · · · ·	14 600 7 10 15 6 3 10 1 5 35 1 10 10 145 15 10 10 35 11 15 15 15 10 10 10 10 15 15 10 16 16 17 17 18 18 18 18 18 18 18 18 18 18 18 18 18	$\begin{array}{c} 5 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\$	1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
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Maberly, G. H., Esq.	•	•	•	•	•	•	•		5		
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Macartney, Mrs			•	•	•	•	•		3	3	0
Macdonald, Lady Ramsay	(the I	ate)								12	0
Macdonald, Miss									10	5	0
Mackinnon, P., Esq									10	0	0
Malcolm, Mrs									6	0	0
Malcolm, W. E., Esq									35	0	0
Mancha, J. de, Esq									5	0	0
Mann, Mrs									8	8	0
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Margetson, W., Esq									10		ŏ
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Mather, Mrs.			•	•	•	•		•	4	4	0
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Matthews, C. P., Esq									7	2	0
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Melvil, Robert W., Esq.	•	•	•	•	•		24	4	0
Merton, Mrs. M. M.		•	•		•		,10	0	()
Miall, A., Esq.							26	10	0
Middlemore, S. G. C., Esq							104	0	0
Mildmay, H. B., Esq.							60		()
Millais, Mrs							21	16	0
Miller, George, Esq							5	15	6
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Moore, Daniel, Esq., M.D.		•					2	2	0
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Prendergast, G. G., Esq.		•							5	0	0
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Rivington, Wm., Esq.						•	•	•		5	0
Robarts, H. C., Esq.							•	•		0	0
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Robertson, Miss (the late	e) .							٠		4	0
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Robertson, Mrs. Nisbet										7	0
Robertson, Peter, Esq.										9	0
Robinson, W., Esq.										0	0
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Roe, T. M., Esq										6	0
Rogers, John, Esq										0	0
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Rolle, Lady		· .							20 1		0
Rose, F., Esq										0	0
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Rothschild, Baron F. de, per F. D. Mocatta, E	Isq.			20	()	()
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Royds, C. M., Esq.	•			6	6	0
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Salt, Miss	•			5	0	0
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Sandiman, G. G., Esq	•		•	5		0
Saner, James, Esq					5	
Sanford, Colonel Henry A.				8	6	0
Sassoon & Sons, Messrs. D., per F. D. Mocatta	a, Esq.			26	5	()
Sassoon, Sir A				31	5	0
Saunders, H. C., Esq				10		0
Scaramanga, Mrs. D				6	6	()
Schlatter, Madame, and Friends				65	1	0
Scorah, Mr. John				2	2	0
Seotland, Sir Colley H				3	3	0
Scott, J., Esq.				5	0	0
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Scott, Thomas, Esq	·			50	0	0
Selby, Mrs. E	•			3	3	Ö
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Shafto, Mrs. S. Duneombe	•			5	0	0
Sharman, C. C., Esq	•			5	5	0
Shaw, J., Esq.	•			16		0
Shaw, Miss, per T. R. Armitage, Esq., M.D.				10	0	0
Sheffield, E., Esq				5	5	0
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The large dots represent the raised points of the Braille letter; the small simply serve to indicate their position in the group of six.

				A		w circ gi	out of a	6.00		
1st line.	Λ • •	• •	C Christ	D • •	E every	from	G God	H have	I • •	J Jesns
		• :				• :	• •		• •	0.0
2nd line,	K	L Lord	M	N not	О	P pcople	Q quite	R right	S	T that
and mac.		• •			• •	• •		• •	• •	• •
	U	V very	Х	Y you	Z	and	for	of	the	with
3rd line.		• •		• •	• •	• •		• •	• •	• •
	ch child	gh	sh shall	th this	wh which	ed	er	ou	ow	w will
4th line.	• •	• •	• •	• •	• •	• •	• •	0 0	• •	. 0

The signs of the 2nd, 3rd, and 4th lines are formed from those of the 1st by the addition of lower dots.

The signs of the 5th line are the same as those of the first, except that they are written in the middle and lower holes. 2 Ť his in was be dis con en 5th line. Only when a separate word. When used as a Only as a separate only as prefix it stands for by. eyllable commencing a word. a prefix hyphen. apos- (When used prinfix end of line trophe as a prefix ing numbers in poetry st coin.) When at the end of a word, ble. 6th line.

The signs of the 1st line when preceded by the prefix for numbers stand for the nine numbers and the cipher.

# BRAILLE MUSICAL ALPHABET.

	С	Đ	E	F	G	A	В
The notes on this line are semibreves or semiquavers.	3::	::	::	::	::	::	::
The notes on this line are minims or demisemiquavers.	C	D	Е	F	G	A	В
,	С	D	E	F	G	A	В
The notes on this line are crotchets.	•	•	::	***	•	•	•
The notes on this line are quavers.	C	D	E	F	G	A	В
	1	2	2	4	5	6	7
OCTAVE SIGNS		•	3	*	•	•	•
(front dots).			•	•	•	•	•
Fingering Signs	+	2 •	3	4	5	••	In accord with.
(back dots).							
Rests and Accidentals.	• •	•	# • •	<u>∓</u> ••	•	<b>b</b>	
Intervals.	2nd	3rd •	4th	5th	6th	7th	8th
	~:	Short Note.	Shake.	Repeat.	Staccato.	Dot.	Double Dot.
	Double Bar.	D.0	c.	• •	Γ.	•	F.
	Cre	5.	•	Γreble.	••	Bass.	

## REGULATIONS FOR VISITING THE COLLEGE.

Subscribers and friends who may wish to visit the College, can do so on application to the Principal. Special Visitors' Day, first Thursday afternoon in each month. Literary Classes, 3 P.M. Music, 3,30 P.M. Gymnasinm, 4 P.M. Primary School 4.15 P.M. Technical School, 4.30 P.M. Parents and friends can visit their children on the first Wednesday in each month, between 2 and 6 P.M.; at other times only by special arrangement with the

The College is situated at Upper Norwood. The entrance is in Westow Street, near the Crystal Palace High Level Station. An outline Map showing the position of the College, and of the different Railway Stations in the neighbourhood, will be found on

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## INFORMATION FOR INTENDING CONTRIBUTORS

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The Principal of the College will be happy to furnish further information, and to forward copies of this Report and various papers to all who may be willing to assist in bringing its claims

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\* This sum to be expressed in words at length.

